The Quilt Story

Skim & Scan

**Directions**: Tell students the page and line number they are to look on to find the answer. Read the question. Give them time to find the answer and write it down. Then discuss the answer. Only do one section per day.

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| **Page # & Line #** | **Question** | **Answer** |
| 1. 16 | Touch the title and write the name of the story. | The Quilt Story |
| 2. 18, 4 | Write the word that has the same sound as the consonant blend “sn” – as in “snap” | snow |
| 3. 18, 1 | Touch the word “girl’s.” Write the symbol that shows that someone owns something. | apostrophe |
| 4. 18, 9 & 10 | Write 5 words that tell what she stitched | a tail of falling stars |
| 5. 19, 5 | Write 1 word that tells when she saw a falling star. | Sometimes |
| 6. 19,7 | Write the word that has a long “a” sound. | played |
| 7. 19, 10 | Write 2 words that tell who had tea. | her dolls |
| 8. 19, last line | Write the word that has the same sound as “ur” in “fur.” | over |
| 9. 20, 3 | Write 2 words that tell where she wore the quilt. | to town |
| 10. 20, 1 & 2 | Write 5 words that tell what she pretended. | The quilt was a gown. |

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| **Page # & Line #** | **Question** | **Answer** |
| 1. 21, 2 | Write the word that has the same long “i” sound as in “ice cream.” | hide |
| 2. 21, 8 & 9 | Write the word that tells when Abigail was sick. | sometimes |
| 3. 21, last line | Write the word that tells how she felt. | better |
| 4. 22, 1 | Homophones are 2 words that sound alike but have different spellings & meanings. Write the word that could be a homophone. | one |
| 5. 23, 1 | Write 3 words that tell where they build a new house. | in the woods |
| 6. 23, 6 | Write the word that is the opposite of old. | new |
| 7. 24, 1 | Write the word that has the sound as the “ou” as in sound. | house |
| 8. 24, 7 & 8 | Write 2 words that tell who rocked her. | her mother |
| 9. 25, 5 | Write the word that means “didn’t remember.” | forgot |
| 10. 25, 11 | Write 3 words that tell how the babies grew. | fat and grey |

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| **Page # & Line #** | **Question** | **Answer** |
| 1. 26, 4 | Touch the word “paws.” Write the word that describes it. | black |
| 2. 26, last line | Write the word that has a “o” sound as in “open.” | snow |
| 3. 26, 9 | Write 3 words that tell where the cat rolled. | on the stars |
| 4. 27, 3 | Write the word that means the opposite of “lost.” | found |
| 5. 27, 7 & 8 | Write 3 words that tell who wrapped the quilt around them | the little girl |
| 6. 28, 8 | Write the word that has the same beginning sound as “stamp.” | stitched |
| 7. 28, 4 & 5 | Write 2 words that tell what her mother patched. | the holes |
| 8. 28, 10 & 11 | Write 3 words that tell where the stars swished. | across the quilt |
| 9. 29, first line | Write 2 words that tell when the little girl’s family moved away. | one day |
| 10. 30, 9 & 10 | Write 4 words that tell what everything smelled like. | white paint and boxes |

Life Cycle of a Pumpkin

Skim & Scan

**Directions**: Tell students the page and line number they are to look on to find the answer. Read the question. Give them time to find the answer and write it down. Then discuss the answer. Only do one section per day.

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| **Page # & Line #** | **Question** | **Answer** |
| 1. 48, 1 & 2 | Write 3 words that tell where a pumpkin grows. | on a vine |
| 2. 48, 4 | Write the word that has the same sound as “or” in “corn.” | orange |
| 3. 48, 6 & 7 | Write 2 words that tell what their hard shells have. | deep lines |
| 4. 49, 4 | Touch the word “soil.” Write 2 words that describe it. | warm, moist |
| 5. 49, 4& 5 | Write 4 words that tell when a root grows down into the soil. | in about ten days |
| 6. 50, first line | Write 4 words that tell what pops through the soil. | the first two leaves |
| 7. 50, 2 | Write the word that has the same beginning sound as “small.” | smooth |
| 8. 50, 5 & 6 | Write the sentence that tells what happens to the seed leaves when their job is done. | They wither and fall off. |
| 9. 51, first line | Write the word that has the same long “o” sound as in “overcoat.” | grows |
| 10. 51, 3 & 4 | Write 3 words that tell where the vine twists and creeps. | along the ground |

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| **Page # & Line #** | **Question** | **Answer** |
| 1. 52, 3 & 4 | Touch the word “balls.” Write 3 words that describe them. | small, fuzzy, green |
| 2. 52, 6 &7 | Write 3 words that tell where the yellow powder is. | inside the flower |
| 3. 52, 8 & 9 | Write the word that tells what the yellow powder is. | pollen |
| 4. 53, 3 | Write the 2 verbs in this line. | visits, sticks |
| 5. 53, 7 & 8 | Write the 6 words that tell what happens to the fuzzy green ball at the end of the flower. | begins to grow into a pumpkin |
| 6. 54, 2 & 3 | Write the 4 words that tell were the little pumpkins are. | underneath the big leaves |
| 7. 54, 4 | Write the 2 words in this line that are plural nouns. | leaves, umbrellas |
| 8. 55, 1 & 2 | Write 8 words that tell what growing pumpkins need. | just the right amount of water and sun |
| 9. 55, 4 | Write 3 words that tell what too much sun does. | withers the vines |
| 10.55, 5 & 6 | Write 4 words that tell two other things that can hurt pumpkins. | Cucumber beetles, squash bugs |

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| **Page # & Line #** | **Question** | **Answer** |
| 1. 56, 2 & 3 | Write the 2 words that are opposites. | inside, outside |
| 2. page 56 | Write 3 color words. | green, orange, brown |
| 3. 56, 7& 8 | Write 4 words that tell what the farmer cuts from the vine. | the thick pumpkin stem |
| 4. 57, 1 & 2 | Write 3 words that tell when there were only seeds. | four months ago |
| 5. 57, 4 & 5 | Write 4 words that tell where the pumpkins will be sold. | at farmstands and stores |
| 6. 57, 6 & 7 | Tell 4 things that are made from the pulp. | pumpkin pie, cookies, soup, bread |
| 7. 58, first | Write the word that means the same thing as a special celebration. | festival |
| 8. 58, 4 & 5 | Write 6 words that tell why some seeds are roasted. | to be eaten as a snack |
| 9. 59, 1 & 2 | Write 3 words that tell what the farmer does after the pumpkins are picked & sold. | plows the field. |
| 10. 59, last | Write the word that can have more than one meaning. | spring |

Frogs

Skim & Scan

**Directions**: Tell students the page and line number they are to look on to find the answer. Read the question. Give them time to find the answer and write it down. Then discuss the answer. Only do one section per day.

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| **Page # & Line #** | **Question** | **Answer** |
| 1. 70 | What genre is this story? | expository nonfiction |
| 2. 72, first | What time of the year is it at the pond? | springtime |
| 3. 72, 5 | Write 2 words that tell what ripples the surface of the water. | a breeze |
| 4. page | Write 4 compound words. | springtime, jellylike, waterweeds, otherwise |
| 5. 73, 7 | Write the word that means “to live.” | survive |
| 6. 73, 15 | Write 3 words that have suffixes. | eaten, creatures, living |
| 7. 74, 3 | Write 2 words that tell what tadpoles are. | frog babies |
| 8. 74,3 & 4 | Write 4 words that tell what tadpoles eat. | their own egg yolks |
| 9. 75, 5 & 6 | Write 2 words that tell what tadpoles wiggle to swim. | their tails |
| 10. 75, 13 & 14 | Write the word that tells what tiny water plants are called. | algae |

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| **Page # & Line #** | **Question** | **Answer** |
| 1. 76, 5 | Write 3 words that have the same “o” sound as “overcoat.” | slowly, grows, over |
| 2. 76, 12-14 | Write 5 words that tell what the gills inside the tadpoles do. | take oxygen from the water |
| 3. 77, 4 & 5 | Write 3 words that tell what vegetarians eat. | only plant life |
| 4. 77, 7& 8 | Write 3 words that tell where bulges appear. | behind their heads |
| 5. 77, 12 & 13 | What have the tadpoles grown that are use for breathing? | lungs |
| 6. 78, 2 | Write the word that tells how the tadpoles look. | different |
| 7. 78,3 7 4 | Write 5 words that tell what they have shed. | their tadpole skin and lips |
| 8. 78, last line | Write the contraction. | aren’t |
| 9. 79, 1 & 2 | Write the word that means “two lives.” | amphibian |
| 10. 79, 7 | Write 2 words that tell what tiny frogs will grow to be. | mature frogs |

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| **Page # & Line #** | **Question** | **Answer** |
| 1. 82, first line | Write the contraction. | don’t |
| 2. 82, 3 | Write the two words that rhyme. | way, stay |
| 3. 82, 5 & 6 | Touch the word “tongues”. Write 2 words that describe them. | long, sticky |
| 4. 82, 13 | Write 2 number words. | two, one |
| 5. 82, 14 & 15 | Write the word that means “they can see through them.” | transparent |
| 6. 83, 2 & 3 | Write 5 words that tell how far grogs can jump. | ten times their body length |
| 7. 86, 6-8 | Write 6 words that tell how frogs protect gardens. | by eating huge amounts of insects |
| 8. 86, 12 & 13 | Write 2 words that tell how long it takes a dwarf puddle frog to eat 100 mosquitoes. | one night |
| 9. 87, 8 & 9 | What do some very big frogs eat? | mice and rats |
| 10. 87, 10 | Write the 2 plural nouns. | species, frogs |

I Like Where I Am

Skim & Scan

**Directions**: Tell students the page and line number they are to look on to find the answer. Read the question. Give them time to find the answer and write it down. Then discuss the answer. Only do one section per day.

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| **Page # & Line #** | **Question** | **Answer** |
| 1. page 102 | Write 4 different contractions. | I’ve, I’m, you’ll, that’s |
| 2. 102, 4 & 5 | Write 2 words that tell where my house is. | Willow Street |
| 3. 102, last line | Write one word that tells what I’ve got. | Trouble |
| 4. 104, 2 | Write 2 words that tell what I’m messing around with. | Mimi’s kitten |
| 5. 104, 4 | Touch “chair.” Write 2 word that describe it. | little red |
| 6. 104, 5 | Write one word that tell when she’s got food in her hair. | usually |
| 7. 104, 7 | Write the word with a “bossy r.” | fair |
| 8. 105, first | Write the compound word. | anyway |
| 9. 105, 4 | Write the word with a suffix. | listening |
| 10. page 105 | Write 4 verbs. | Sittin, listening, sing, like |

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| **Page # & Line #** | **Question** | **Answer** |
| 1. 106, first | Write 2 words that tell what shows up. | A truck |
| 2. 106, 2 & 3 | Write 2 words that are synonyms. | giant, big |
| 3. 106, 5 | Write 3 number words. | eight, nine, ten |
| 4. 106, 7 | Write 2 words that have the same “e” sound as in “eat.” | we, please |
| 5. 108, 3 | Write the word that means “going to.” | gonna |
| 6. 108, 5 | Touch the exclamation mark. Write the word that comes just before it. | away |
| 7. 108, last | Write the compound word. | somebody |
| 8. 109, first | What two things do I like? | my room, my school |
| 9. 109, 2 | Write 3 words that tell what we live close to. | a swimming pool |
| 10. 109, 3 | Write 3 words that tell where my best friend lives. | around the block |

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| **Page # & Line #** | **Question** | **Answer** |
| 1. 110, 7 | Write two verbs. | watch, walk |
| 2. 110, last | Write 4 words that tell where my tears drop. | down on Mama’s knee |
| 3. 112, first | Write 3 words that tell what they pack in their truck. | all our stuff |
| 4. 112, 4 | Write the possessive noun. | Dad’s |
| 5. 113, 4 | Write the proper noun that names a place. | Little Rock |
| 6. 113, last | Touch the question mark. Write the word that comes just before it. | what |
| 7. 114, 3 | Write the word that has the same sound of the consonant digraph “ck” as in “black.” | block |
| 8. 114, 5 | Write the two contractions. | room’s, so’s |
| 9. 115, first | Write the proper noun. | Willow Street |
| 10. 115, 4 | Write the word with the “bossy r.” | morning |

Helen Keller and the Big Storm

Skim & Scan

**Directions**: Tell students the page and line number they are to look on to find the answer. Read the question. Give them time to find the answer and write it down. Then discuss the answer. Only do one section per day.

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| **Page # & Line #** | **Question** | **Answer** |
| 1. 130, first | Write the word that begins with the same sound as “sm” as in “smart.” | smelling |
| 2. 130, 3 & 4 | Write 2 words that tell what Helen loved. | playing pranks |
| 3. 131, 2 & 3 | Write 2 words that begin with “ch” as in “chick.” | chance, charge |
| 4. 131, last | Homophones are 2 words that sound alike but have different spelling and meaning. Write the word that could be a homophone. | no (know)  knew (new) |
| 5. 132, 3 | Write one word that tells when she ran outside. | afterward |
| 6. 132, 5 | Write the plural noun. | flowers |
| 7. 132, 14 | Write the word that shows possession (the possessive noun). | Helen’s |
| 8. 132, 16 & 17 | Write 6 words that tell what she needed. | special lessons from a special teacher |
| 9. 132, 18 | Write two words that tell who Helen’s teacher was. | Annie Sullivan |
| 10. 132, 21 | Write 3 words that tell where she locked Annie. | inside her room |

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| **Page # & Line #** | **Question** | **Answer** |
| 1. 133, first | Write 3 words that tell when she worked with Helen. | day by day |
| 2. 133, last | Write the pronoun that stands for Helen. | her |
| 3. 134 | How many paragraphs are on this page? | 2 |
| 4. 134, 3 & 4 | Write 3 words that tell how the air grew. | hot and sticky |
| 5. 134, 8 | Write the word that has the same long o sound as in “overcoat”. | low |
| 6. 136, first | Write one word that tell who headed for the house. | Annie |
| 7. 136, 6 | Write the plural noun. | leaves |
| 8. 136, 3 & 4 | Write 5 words that tell where Helen loved sitting. | high up in that tree |
| 9. 136, 6 | Write 2 words that describe (adjectives) its leaves. | smooth green |
| 10. 136, last | Write the word that begins with the same 2-letter blend sound as “black.” | blanket |

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| **Page # & Line #** | **Question** | **Answer** |
| 1. 137, 2 | Write one word that tells what happened to the sun. | disappeared |
| 2. 137, 3 | Write 2 words that describe (adjectives) the wind. | cold, sharp |
| 3. 137, 7 & 8 | Write one word that tells what Helen began to feel. | the shaking of the leaves |
| 4. 137, 8 | Write the word that means “small branches.” | wigs |
| 5. 138, first | Write 2 words that tell what swayed. | tree limbs |
| 6. 138, 2 | Write the action word (verb). | whipped |
| 7. 138, 10 & 11 | Write 2 words that tell how Heln felt. | alone, scared |
| 8. 140, 1 & 2 | Write one word that tells when Helen felt a hand. | suddenly |
| 9. 140, 3 | Write the word that has a two-letter consonant as in “green.” | grabbed |
| 10. 140, 8 | Write the word that has the same long o sound as in “overcoat”. | also |